

EED 3220: EDUCATING CHILDREN IN ART
Winter 2018
Pawley Hall, Room 158

1. **Catalogue description:** The purpose of this course is to provide students with an understanding of discipline based art education, knowledge of children's artistic development, the development of higher level thinking skills, and a commitment to and skills for educating children about the visual arts. The understanding of the importance of integrating the arts throughout the curriculum will be an important aspect of the course.
2. **Instructor:** Nancy Taylor
nctaylor@oakland.edu
Office hours by appointment

Prerequisites: none

3. **Required text:**
Herberholz, D. & Herberholz, B., *ArtWorks for Elementary Teachers, Ninth Edition*, McGraw Hill Publishers and Herberholz, ISBN-13: 978-0072407075
NOTE: Not Required:
Herberholz, D. & Herberholz, B., *Art Starts, A Supplement for Implementing the Concepts in Artworks for Elementary Teachers*, McGraw Hill Publishers
4. **Unit and Program Performance Goals Addressed in course:**
Students will:
 1. Demonstrate an appreciation for the role of discipline based art education in the total education of children.
 2. Identify stages of children's artistic development and environmental and educational influences on this development
 3. Demonstrate an appreciation for the visual arts and an understanding of the roles of the creator, art historian, art critic, and aesthetician.
 4. Evidence through presentation the ability to design an art lesson that fosters children's artistic growth, visual language, development, and knowledge of art.
 5. Learn how to obtain, organize, manage, and use art materials and processes safely and effectively with elementary age children in the classroom.
 6. Describe methods for accommodating and evaluating individual differences in children including multicultural, talent, and disability.
 7. Evidence confidence in their creative and aesthetic ability to transform experience, idea, and feeling into art form.
 8. Display ease with the use of materials and processes necessary for a quality elementary art education included in making, looking at, talking, and writing about art. Understand the implications of technology on the arts.

5. Course Topics or Knowledge Base:

1. Discipline Based Art Education: understanding the visual arts from the perspective of the creator, historian, critic and aesthetician. Why and how the visual arts should be taught to children. Teaching for cognitive and aesthetic development in art. What constitutes authentic art learning experience for children versus recreation with art materials. What is process based art versus product-based art.
2. Psychological foundations of children's art capacities: developmental stages, cognitive abilities, motor development, emotional responses, cultural and environmental factors, visual language development, artistic talent, and disabilities.
3. What is art? Who makes it and why does it look like it does? Artistic language, vision, style, and movement. Learning to understand what you see and feel when you look at art. Learning about art and its' role in contemporary society.
4. Teaching children about art. Learning goals and teaching methods. Designing effective art lessons, units, and sequential curricula in art education. Using the Understanding by Design (Wiggins & McTighe) model for integrated arts projects. Student motivation and classroom management. Understanding state standards, benchmarks, and Grade Level Content Expectations in the arts. Assessment in the arts.
5. Organizing time, space, and materials for artistic activity. Creating a classroom environment and teaching aids which enhance aesthetic development. Finding and selecting age and ability appropriate resources for the art curriculum. Safety procedures for children using tools and materials. Displaying student work. Technology applications for the art room and Internet resources.
6. Student diversity. Adaptations for handicapped students. Developing sensitivity to multicultural and gender issues. Identifying and supporting talent. Recognizing learning problems. Using the art lesson to support cognitive growth and creative problem solving.
7. Identifying your own taste and visual style. Learning to see and create visual form and language through the art experience. Developing studio skills for use in teaching.

8. Course requirements and Clinical Practice:

In addition to class participation and homework assignments, students will observe one (or more) pre-school or elementary child participating in an art activity and assess the learning and aesthetic performance. Students will also visit one art gallery or art fair and participate in a MANDATORY trip to the Detroit Institute of Arts (DIA).

9. **Instructional Methods:** Using a combination lecture/discussion/studio format, students will engage the art experience as artists and teachers by creating and looking at art, developing and presenting art lessons, and observing and analyzing children's artistic behavior. Students will also engage in reflective assessment, evaluating their own aesthetic growth. They will visit at least **one gallery** and **a major art museum** learning about the resources available to educators that will enhance their professional practice. Handouts and some assignments will be posted online through Moodle.

10. **Performance Assessment:**

1. Teacher candidates are expected to submit assignments that conform to University policies governing academic dishonesty and misconduct. See the "Academic Conduct Policy" in the current *Catalog* or *Student Handbook*, for provisions regarding plagiarism and submitting assignments to only one class. Plagiarism is taken extremely seriously in the teacher preparation program, not just because of intellectual property issues but because as teachers, graduates will be expected to be ethical professionals.
2. The Publication Manual of the American Psychological Association (6th ed., 2009) contains the writing style used by the Department of Teacher Development and Educational Studies. All written assignments should be written in APA style.
3. Attendance is mandatory and essential to success in EED 316. Each class is worth 15 attendance points. Points will be deducted for tardiness and partial attendance. Students who are absent more than **twice** may be administratively dropped from the course. We model good attendance and promptness in the teaching profession.
4. Assessment of each course requirement is based on **quality**, not **quantity**, of work. Evidence of quality that exceeds the instructor's normal expectations of pre-service teachers must be apparent to receive the maximum score.
5. Students will develop a performance portfolio that will include examples of their artwork, examples and analyses of children's artwork, art lesson plans for an elementary art classroom, written assignments, a completed sketchbook, verification of their visit to the museum and one written exam based on the class text and handouts, and their trip to the museum. One DBAE presentation will count as the final exam.

Students will be posting responses to questions on Moodle. Each week, the

Instructor will post a question from the reading, and the students will post their response by 6:00 pm the night before the next class.

11. Grading: Grading will be based on a four point system. Final grades will be based on an average of six grades: one for each of the following:

1	Class attendance, Moodle postings, involvement in class discussion and activities.	20.00%
2	Portfolio of artwork	10.00%
3	Presentation and lesson plan for an art lesson	25.00%
4	Written midterm	15.00%
5	Written assignments	15.00%
6	Written final DBAE Unit with class presentation	15.00%

*****To receive a 4.0, you will have to have perfect attendance recorded.**

The grade reported to the Registrar is based on the following percentages of possible points:

A		B		C	
Grade	%	Grade	%	Grade	%
4	99-100	3.5	89-90	2.9	77-78
3.9	97-98	3.4	87-88	2.8	75-76
3.8	95-96	3.3	85-86	2.7	74
3.7	93-94	3.2	83-84	2.6	73
3.6	91-92	3.1	81-82	2.5	72
		3	79-80	2.4	71
				2.3	70
				2.2	69
				2.1	68
				2	67

12. Professional expectations:

Students are responsible for participating in all field experience requirements. A half-day, required class visit to a major art museum (DIA preferably) will be scheduled on a weekend. The museum visit time will be counted within the required hours for class meeting time. Students will be responsible for providing their own transportation to and from the museum, the museum entry fee, which is generally a donation, and their lunch, which can be purchased in the museum. Students are also responsible for identifying one elementary age child and observing them make their art. This observation may be of a relative, friend, or student in a field site. Students will have to purchase some art

supplies, which are available from Green's Art Supplies in downtown Rochester. Students will visit one art gallery and write a response to their experience.

13. Academic Honesty:

Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please go to <http://library.oakland.edu/tutorials/plagiarism> and review the tutorials giving an overview of plagiarism and take part in the tutorial.

14. Course Evaluations:

At the end of the semester, course evaluations can be completed confidentially by going to <https://www2.oakland.edu/secure/evals/student/> and entering your Grizzly ID number and password. You will be asked to rate the course and the instructor on 21 items. Written comments are also encouraged. A summary of the results is not available to the professor until after final grades have been submitted. Your feedback is taken seriously, and you are encouraged to be honest in your evaluations. Your participation is greatly appreciated.

Important dates are located at: <https://oakland.edu/registrar/important-dates>

15. Bibliography:

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NOTE:

Career Services is the career resource for students of all levels within the School of Education and Human Services! Denise McConkey, Career Consultant for SEHS, can assist with resume/cover letter reviews, mock interviews, job search strategies/resources, career advising, social media branding, networking events and much more! Schedule an appointment with Denise via Handshake at oakland.joinhandshake.com. Visit oakland.edu/careerservices for more information.